



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ladybirds at Llanvihangel
Llanvihangel Crucorney Primary School
Pandy
Abergavenny
Monmouthshire
NP7 8DL**

Date of inspection: September 2015

by

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for

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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Context

Ladybirds at Llanvihangel is a privately owned setting in the village of Pandy, near Abergavenny, Monmouthshire. It is a limited company run by three directors. It meets in a classroom on the site of Llanvihangel Crucorney Primary School. The setting is open for five mornings of the week. The setting has six members of staff, who attend on different days during the week. One of the setting's directors is the leader. She began her post in April 2009.

The setting's registration allows it to take up to 18 children. It admits children from between two and four years of age. At the time of the inspection, 12 children attended, five of them funded by the local authority.

Nearly all the children are of white British origin and nearly all speak English as their first language. Currently, no children have additional learning needs.

The Care and Social Service Inspectorate for Wales (CSSIW) last inspected the setting in April 2015. Estyn's last inspection of the setting was in June 2011.

Summary

The setting's current performance	Good
The setting's prospects for improvement	Good

Current performance

The setting's current performance is good because of:

- The sensible and careful planning of learning experiences
- The wide, balanced and interesting curriculum, which supports all children both indoors and in their outdoor learning
- The effective and stimulating teaching
- The purposeful resources that are available
- The very successful relationship between adults and children
- The effective co-operation with external agencies, which contributes significantly towards the setting's success

Prospects for improvement

The setting's prospects for improvement are good because of:

- The setting's good record of implementing changes, which have a positive effect on children's standards and wellbeing
- The directors' clear direction to the setting's work
- The self-evaluation systems and strategic planning, which are generally effective
- The staff's positive and proactive attitude towards development and training
- The regular and sensible use of external support

Recommendations

- R1 Provide better opportunities for children to visit and learn about their own community
- R2 Ensure that the targets in the improvement plan derive directly from the self-evaluation

What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Not applicable

Standards: Not applicable

There is no report on children's progress, standards in the development of their skills, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection upon whom to report without identifying individual children.

Wellbeing: Not applicable

There is no report on children's progress, standards in the development of their skills, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection upon whom to report without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The planning satisfies the philosophy of the Foundation Phase effectively and achieves the outcomes that are identified in children's learning. The curriculum builds successfully on children's previous and current knowledge and experiences. There are interesting opportunities available to all children to develop their skills across the curriculum. There are particularly challenging opportunities to develop the children's literacy and numeracy skills, which range from considering the concept of air pressure using balloons, creating chemical reactions through mixing different substances and liquids, and when comparing weights in relation to the sizes of different objects.

Specific time is set weekly for the leader and staff to discuss the curriculum and the theme's activities. Therefore, the curriculum is flexible and linked to children's interests. The activities and tasks are planned thoroughly using weekly planning documents and children have freedom to choose their own tasks and activities. The learning objectives are planned and presented in detail to challenge individual children, especially in their numeracy work, both indoors and outside. Good activities are provided for children to develop their knowledge and understanding of the world and their creative development, which include studying dinosaurs and making different foods from other countries and cultures. Many stimulating opportunities are available for the children to develop physically through adventurous play on large toys in the well-resourced outdoor area.

Nearly all adults communicate well with the children in Welsh. Provision for developing children's information and communication technology skills (ICT) is purposeful, using a computer, electronic toys, tills in the shop and cameras. The

staff direct children regularly to use technological equipment to record their work. Children have many opportunities to develop their thinking skills through interesting activities such as role-playing in the doctor's surgery, performing on the outdoor stage with microphones, experimenting with water and sand, and painting self-portraits.

Effective emphasis is placed on Welsh traditions and celebrations, such as celebrating St David's Day and studying the culture of Wales, including miners' lamps. Good opportunities are also provided for children to learn information and gain an understanding of other cultures and traditions, for example, through studying the Chinese New Year, Diwali, Rosh Hashanah and Mehndi hand painting. Such activities help children to develop a good understanding of the wider world and develop their awareness of global citizenship effectively.

Teaching: Good

Staff have good practical knowledge of children's development and a clear understanding of the requirements of the Foundation Phase. There is a positive relationship between all staff and children. Staff have an active role in planning the curriculum and the best use is made of their expertise. Staff set clear learning objectives at the start of every focus activity to ensure that individual children are challenged appropriately in line with their abilities. Staff co-operate effectively.

All children are free to choose from activities that are led by adults or to work independently. Staff are sensible when intervening and they allow the children to develop their independent skills successfully. Staff model language very well in order to develop children's thinking and communication skills. Staff encourage children to evaluate sensibly as they discuss a story and role-play. The staff are very challenging when questioning children during numeracy tasks, which encourages children to think carefully and perform at their best.

Both in the building and outdoors, staff provide an interesting and stimulating environment that ensures successfully that all children take part, enjoy and learn new skills. The teaching in the open air motivates all children and encourages them to be adventurous and think for themselves. The staff use the outdoor area creatively to promote pupils' learning well.

Effective assessment procedures exist. They are thorough and target the children's individual needs efficiently. The records of children's achievements are completed consistently. The assessments lead to individual children's targets and the next stages in their education. Parents and carers are informed well about their children's achievements and the information is available to them at any time.

Care, support and guidance: Good

The setting ensures that the health and wellbeing of the children is a priority. Visitors such as the police, fire fighters, clergy and farmers extend children's experiences effectively. The setting visits the community very occasionally, for example on its summer trip to a local place of interest. Due mainly to its location, the setting does

not develop the children's knowledge and understanding of their community successfully.

The setting has good provision to ensure the spiritual, moral, social and cultural development of children. Staff nurture values such as honesty, fairness and respect sensitively. The children have good opportunities to reflect, discuss feelings and say thank you. This is evident as they take turns respectfully when eating fruit and drinking milk or water around the dining table. The setting makes appropriate arrangements for promoting healthy eating and drinking. There are good opportunities available to all children to recycle paper, cardboard, plastic bottles and food. Food is composted in the shared compost bins on the school's grounds. This is beginning to develop their understanding of sustainability effectively.

The setting uses positive behaviour strategies, which eliminates any form of harassment or oppressive behaviour. The staff are suitably qualified and have good experience and the ratio of adults to children is favourable. The planning and supervising of activities uses staff expertise well.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting provides a safe environment. It is secure. The doors are only opened by a member of staff to allow free flow for the children between indoor and outdoor activities. The outdoor area is enclosed within the setting's boundary and the gates are locked securely. Consequently, no one can enter or a child leave unaccompanied. Good care is taken when children are being collected to ensure that they are in the care of their parents or of a known carer.

Regular reviews of children's progress identify individuals in need of additional support effectively. The staff discuss these with the appropriate agencies. One of the directors is the additional learning needs' co-ordinator. She is familiar with the necessary procedures to support children with special needs.

Learning environment: Good

The setting, through the daily activities and the approach adopted by the staff promotes a positive ethos. The staff know the children very well and their individuality is recognised. Every child has equal access to an interesting curriculum.

The setting uses its resources successfully in the building and outside to meet the requirements of the Foundation Phase curriculum and the needs of children. The resources are accessible to all children, which promotes the children's sense of responsibility well. The focus tasks, continuous activities and opportunities to enhance learning share resources effectively.

The outdoor area is used well. It is organised sensibly and the children use the resources constantly. They learn through stimulating experiences. There are purposeful opportunities available for the children to grow plants, such as flowers, peas, potatoes and strawberries in specific areas around the building. Intelligent use is also made of the school's grounds to provide the children with research activities around a pond environment, composting opportunities and experimenting on outdoor adventurous equipment.

Key Question 3: How good are leadership and management?
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Good

Leadership: Good

Staff understand their roles fully and co-operate well as a team. They use the guidance of external agencies such as the local authority sensibly and use the Wales Pre-school Providers Association for administrative support for policies and occasional management guidance. This practice ensures the best use of their expertise. The directors, leader and staff plan purposefully to provide interesting and stimulating experiences for the children.

The development plan is a useful document. Clear priorities for improvement are identified through generally sound self-evaluation procedures. However, although relevant targets exist in the improvement plan, they do not arise directly from the setting's evaluations on how to improve. Good processes are in place to ensure that resources are available to meet improvement objectives and responsibilities and timescales are allocated effectively. Staff receive relevant, regular and good quality training, which has a positive effect on the quality of provision.

The directors lead effectively and give good consideration to legislation and its management systems meet requirements. The setting gives good consideration to national priorities and it has implemented the Foundation Phase successfully.

Improving quality: Good

The directors, leader and staff know the setting well. They know what they are doing successfully and what they need to do to improve. The setting evaluates areas for improvement effectively against responsibilities and timescales in the improvement plan. The setting's self-evaluation is generally accurate considering the current needs of the setting. However, it is unclear as to how the links between the self-evaluation and the improvement plan's targets have been established.

There is sound evidence of helpful evaluations from all who are connected to the setting, such as parents and external agencies. Appropriate targets include adopting new baseline assessments, creating an ICT photo menu for the children, scheduling an open morning for parents, to construct a covered, outdoor learning space and to use social media to share good practices.

Staff are keen to accept new ideas and to experiment with different ways of working, suggested by the local authority's advisory teacher and through training on Foundation Phase principles. For example, the local authority's recommendations on how to improve the planning and assessment have affected the quality of the learning experiences successfully. This has a positive effect on children's learning and wellbeing.

Partnership working: Good

There are effective links with parents and carers. Parents' responses in questionnaires and during discussions express their satisfaction with the setting. They appreciate greatly the standards of care and the quality of education that is

available. The open door policy of the setting means that parents have regular opportunities to meet staff to discuss any concerns. An informative booklet, a web page and the use of social media provide parents and carers with relevant details about the setting.

By the time children leave the setting; parents feel that they are prepared very well for the next stage of their education at school. Links between the setting and the local school, located on the same site, are very good. As a result, children are familiar with the school's procedures before they begin full-time. The partnership with the local authority is particularly beneficial and is of help in moving the setting forward. The Wales Pre-school Providers Association is used sensibly for administrative support when needed.

Resource management: Good

Leadership is strategic and plans for the future. The learning experiences are planned well to interest and stimulate all children. The teaching motivates children to perform at their very best in all tasks. The care of the children is a high priority and resources are managed well to support learning and improvements at the setting.

The leader, staff and the directors ensure that the setting has sufficient staff with appropriate qualifications and training. The directors use support agencies purposefully as effective partners, to support both the children and the staff.

The staff work together effectively to improve children's achievements. Sensible use is made of all the available resources. They are accessible to the children and used well. The staff make good use of the building and the outdoor areas to provide a wide range of interesting learning experiences.

The purposeful provision and secure leadership means that the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 2

The reporting inspector

Mr Nicholas Jones	Reporting Inspector
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Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.wales)

Glossary of terms

Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnership's conditions of registration.
Foundation Phase	The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
Mudiad Meithrin	A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (NDNA)	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.